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ABSTRACT

Nevada's academic standards for civics education are predicated on the idea that, to support and benefit from a diverse democratic society, a student must have a fundamental understanding of civic life, politics, and government. When instruction is closely focused on Nevada's civics standards, students gain an understanding of these broad spheres. Nevada's standards primarily represent three themes: (1) civic foundations, including the founding of the national government, most notably the composition of the Constitution and its amendments; (2) political processes, including how government institutions function, the election of leaders, international relations, and the creation and application of laws; and (3) the rights and responsibilities of citizens in a democracy, including how citizens can participate and why it is important. Eight civics standards for students in grades K-4 and eight civics standards for students in grades 5-12 are outlined. For each of the eight standards, the performance level descriptors for grades 2, 3, 5, 8, and 12 are listed. (Included is a glossary of relevant terms.) (BT)

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Nevada Academic Standards in the Social Studies

Civics

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DRAFT Nevada Social Studies Standards
Civics

Introduction

In order to support and benefit from the United States' diverse democratic society, a student must have a fundamental understanding of civic life, politics, and government. When instruction is closely focused on the Nevada civics standards, students gain an understanding of these broad spheres. The standards primarily represent three themes:

1. **Civic foundations**, including the founding of our national government, most notably the composition of the Constitution and its amendments.
2. **Political processes**, including how government institutions function, the election of leaders, international relations, and the creation and application of laws.
3. The **rights and responsibilities** of citizens in our American democracy, including how citizens can participate and why it is important.

Democracy—A form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Civics

Content Standard 1.0: Rules, Law, and Government: *Students know why society needs rules, laws, and governments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	1.1.1 Know classroom and playground rules.	1.2.1 Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.	1.3.1 Identify the rules, laws, and authorities that keep people safe and property secure.	1.4.1 Explain why societies create rules.	**Rules and Law**
			1.3.2 Explain the meaning of the Pledge of Allegiance.	1.4.2 Define "constitution."	**Documents**
	1.1.3 Recognize the American Flag as a symbol of the United States.	1.2.3 Name a traditional American patriotic activity, holiday, or symbol.	1.3.3 Explain why we have patriotic holidays.	1.4.3 Identify the symbols of Nevada and explain the significance of Nevada Day.	**Symbols**
	1.1.4 Recognize membership in a school classroom.	1.2.4 Participate in class decision making.	1.3.4 Know that democracy involves voting, majority rule, and setting rules.		**Democratic Participation**
					The U.S. Constitution and Amendments

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Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				2.4.1 Name the branches of government on the state of Nevada.	**The Constitution**
				2.4.2 Name the two houses of the Nevada legislature.	**The Legislative Structure and Process**
		2.2.3 Name the titles of our national chief executives.	2.3.3 Name the current President.	2.4.3 Name the titles of local government officials.	**The Executive Branch**
					The Judicial Branch
					The Jury System
					Checks and Balances

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Civics

Content Standard 3.0: State and Local Government: *Students can explain the relationship between the states and national government.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
					Division of Powers
					Federalism
					Constitutional Supremacy

Federalism (or federal system)—Form of political organization in which governmental power is divided between a central government and territorial subdivisions (i.e., states).

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Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
					Leaders and Elections
				4.4.2 Define "political parties."	**Political Parties**
		4.3.3 Discuss why people form groups.		4.4.3 Define interest groups and why people join them.	**Interest Groups**
					Formation of Public Opinion
					Propaganda
					Public Policy

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Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of American citizens.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
					Citizenship
			5.3.2 Identify an individual's rights within the classroom.	5.4.2 Identify individual rights within the community.	**Individual Rights**
			5.3.4 Identify conflicts in the school and discuss peaceful resolution.	5.4.4 Identify examples of conflicts between individuals or groups in the community.	**Conflict and Resolution**
					The Supreme Court and Individual Rights Cases

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Civics

Content Standard 6.0: State and Local Government: *Students know the structure and functions of state, tribal, and* **local governments.**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		6.3.1 Name the current governor of Nevada.			**Structure of Local, State, and Tribal Government**
					Court Systems

Local government—County and/or municipal government and may include special districts created by a government.

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Civics

Content Standard 7.0: Political and Economic Systems: *Students explain the different political and economic systems in the world.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
					Comparative Political Systems
					Comparative Economic Systems

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Civics

Content Standard 8.0: International Relations: *Students know the political and economic relationship of the U.S. and its citizens to other nations*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
8.K.1 Know their own address.	8.1.1 Identify their school and classroom.	8.2.1 Identify their school and community.	8.3.1 Identify their county, state, and country.	8.4.1 Identify the states surrounding Nevada.	**From Individual to the World**
					Foreign Policy
					International Organizations

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Civics

Content Standard 1.0: Rules, Law, and Government: *Students know why society needs rules, laws, and governments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.1 Describe the effects on society of the absence of law.	1.6.1 Identify why societies created written laws or codes.	1.7.1 Describe how different cultures have different laws.	1.8.1 Explain the difference between the rule of law and the "rule of man" (e.g., divine right of monarchs, dictatorships).	1.12.1 Explain the concept of the rule of law in the establishment of the U.S. Constitution.	**Rules and Law**
1.5.2 Identify the Constitution as a written document that is the foundation of the American government.	1.6.2 Explain the role of constitutions in limiting power of government.	1.7.2 Identify the Nevada Constitution as the foundation of our state's government.	1.8.2 Describe the significance of the Declaration of Independence and the Constitution as foundations of American democracy.	1.12.2 Explain the role of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the Constitution.	**Documents**
1.5.3 Describe the symbolic importance of the Fourth of July.	1.6.3 Recognize that all societies observe customs and traditions.	1.7.3 Give examples of observances that have entered our culture as a result of immigration.	1.8.3 Explain the significance of mottoes and symbols such as: • E Pluribus Unum • National Anthem • Flag • Statue of Liberty • Great Seal • Oaths of office	1.12.3 Explain symbols and documents of a nation and how they represent its identity.	**Symbols**

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Civics

Content Standard 1.0: Rules, Law, and Government: *Students know why society needs rules, laws, and governments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	**Students know and are able to do everything** required in earlier grades and:	**Students know and are** able to:	**Students know and are able to do everything** required in earlier grades and:	**Students know and are able to do everything** required in earlier grades and:	
1.5.4 Describe the operation of **representative government** including the rights of political minorities.	1.6.4 Compare the level of participation in government by citizens in different societies.	1.7.4 Recognize elements of democratic structure within your school.	1.8.4 Explain citizen involvement at all levels of American government.	1.12.4 Analyze the role of citizen participation in American civic life.	**Democratic Participation**
		1.7.5 Explain why constitutions must be able to change to meet societal needs.	1.8.5 Describe how the Constitution serves as both a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the Constitution.	1.12.5 Illustrate changes in the interpretation and application of the Constitution.	**The U.S. Constitution and Amendments**

Representative government—A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
Rule of man—Ability of government officials and others to govern by their personal whim or desire.
Social contract—Agreement of all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.
Rule of law—Principle that every member of a society, even a ruler, must follow the law.
Natural rights—Belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

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Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
2.5.1 Identify the three branches of government (as set forth in the Constitution).	2.6.1 Describe separation of powers.	2.7.1 Compare the structure of Nevada government and the national government.	2.8.1 Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.	2.12.1 Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative and judicial branches.	**The Constitution**
2.5.2 Name the two houses of the United States Congress.	2.6.2 Name some early representative bodies.	2.7.2 Discuss why we choose representatives to speak on behalf in the creation of laws and rules.	2.8.2 Explain the historic compromises that created a two house Congress and identify the responsibilities of each.	2.12.2 Describe the creation of laws through the legislative process.	**The Legislative Structure and Process**
	2.6.3 Name titles of leaders of other nations.	2.7.3 Differentiate between elected and appointed officials.		2.12.3 Describe the duties of the executive branch.	**The Executive Branch**
2.5.4 Identify the number of justices on the Supreme Court and the duties of the Chief Justice.	2.6.4 Explain the role of a judge.	2.7.4 Identify local and state courts.	2.8.4 Describe the dual court system in the United States (state and federal).	2.12.4 Describe the jurisdiction of the Federal Court system and the power of judicial review.	**The Judicial Branch**
2.5.5 Define the term "trial" as it relates to resolving disputes.	2.6.5 Describe the purpose of a judge and jury.	2.7.5 Explain the importance of legal representation in a trial.	2.8.5 Describe the trial process, including the selection and responsibilities of jurors.	2.12.5 Explain the importance of the jury process in a democratic society.	**The Jury System**

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Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		2.7.6 Define the term "checks and balances."	2.8.6 Explain the system of checks and balances in the design of the Constitution.	2.12.6 Analyze the effectiveness of checks and balances in maintaining the equal division of power	**Checks and Balances**

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Civics

Content Standard 3.0: State and Local Government: *Students can explain the relationship between the states and national government.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and	Students know and are able to:	Students know and are able to do everything required in earlier grades and	Students know and are able to do everything required in earlier grades and	
		3.7.1 Define the concept of division of powers between state and national governments.	3.8.1 Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.	3.12.1 Explain the Constitutional provisions for division of powers between the state and national governments (**delegated, reserved, concurrent, denied**).	**Division of Powers**
			3.8.2 Explain "federalism."	3.12.2 Describe the origin of American federalism.	**Federalism**
			3.8.3 Explain the idea of constitutional supremacy in the relationship between local, state, and national governments.	3.12.3 Using examples, describe constitutional supremacy in the relationship between state and national governments.	**Constitutional Supremacy**

Delegated Powers—Those powers the Constitution grants or delegates to the national government, such as, Expressed powers, Implied powers, and Inherent powers.
Reserved Powers—The powers not delegated to the national government by the Constitution, nor prohibited to the States, are reserved to the States, or the people.
Concurrent Powers—Any powers that may be exercised by both the federal government and the state governments.
Supremacy Clause—Article VI, Section 2, of the Constitution, which states that the Constitution, laws passed by Congress, and the treaties of the United States "shall be the supreme law of the land," binding on the states.

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Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
4.5.1 List the qualities of a leader.	4.6.1 Describe what a political campaign is.	4.7.1 Describe the process by which one becomes a candidate and elected official.	4.8.1 Describe the election process.	4.12.1 Assess the processes by which leaders are selected in the American political system and analyze the role of the electoral college system in the election of the President.	**Leaders and Elections**
4.5.2 Name the two major political parties.	4.6.2 Identify the roles and functions of political parties and elections.	4.7.2 Explain why political parties change to meet the needs of society.	4.8.2 Describe the development of the two party system in the United States.	4.12.2 Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.	**Political Parties**
4.5.3 Give examples of interest groups.	4.6.3 Identify interest groups that students belong to.	4.7.3 List ways interest groups try to influence the political process.	4.8.3 Describe the impact of interest groups on the political process.	4.12.3 Evaluate the significance of interest groups in the political process of a democratic society.	**Interest Groups**
4.5.4 Identify sources of information people use to form an opinion.	4.6.4 Define the term media and list examples.	4.7.4 List forms of media that appear to have the greatest impact on the formation of public opinion.	4.8.4 Describe the influence of the media in forming public opinion.	4.12.4 Analyze the role that television and other media play in the process of political persuasion.	**Formation of Public Opinion**

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Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.7.5 Define propaganda.	4.8.5 Identify propaganda and persuasion in political advertising and literature.	4.12.5 Evaluate propaganda in both historic and current political communication.	**Propaganda**
	4.6.6 Define public policy.	4.7.6 Identify major public policy issues.	4.8.6 Identify major public policies.	4.12.6 Describe the process by which public policy is formed and carried out.	**Public Policy**

Political party—A group where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.

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Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of American citizens.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.5.1 Describe the difference between a natural-born and a naturalized citizen of the United States.	5.6.1 Describe the value of citizenship in a nation.	5.7.1 Describe how a non-native born person becomes a citizen of the United States.	5.8.1 Identify the rights, privileges, and responsibilities associated with U.S. citizenship including, but not limited to, voting, holding office, and jury duty.	5.12.1 Examine the rights of citizens and how these rights may be restricted.	**Citizenship**
5.5.2 Identify the Bill of Rights.	5.6.2 Explain why the Bill of Rights was added to the Constitution.	5.7.2 Discuss the freedoms and rights of individual liberty guaranteed by the U.S. Constitution.	5.8.2 Interpret the necessity of the Bill of Rights for a democratic society.	5.12.2 Interpret the evolution of the Bill of Rights and its contemporary application.	**Individual Rights**
	5.6.4 Identify examples of conflicts between individuals or groups in the community.	5.7.4 Give examples of domestic conflicts.		5.12.3 Analyze the use of the Fourteenth Amendment in protecting individual rights.	
5.5.4 Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.	5.6.4 Identify example of resolution taking place at school and in the community.		5.8.4 Identify examples of conflict resolution that respect individual rights and promote the common good at school and in the community, within the United States.	5.12.4 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.	**Conflict and Resolution**
				5.12.5 Describe the role of the Supreme Court as guardian of individual rights through the	**The Supreme Court and Individual Rights Cases**

Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of American citizens.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and: examination of landmark cases such as: • *Brown v. Board of Education of Topeka* • *Gideon v. Wainwright* • *Miranda v. Arizona* • *Tinker v. Des Moines Independent Community School District.*

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Civics

Content Standard 6.0: State and Local Government: *Students know the structure and functions of state, tribal, and local governments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
6.5.1 Explain why **local governments** are created within states.	6.6.1 Discuss the advantages of state or local control.	6.7.1 Discuss the conflicts between state and local governments.	6.8.1 Compare the organization of **local, state, and tribal government**.	6.12.1 Compare and contrast the structure and operations of **local, state, tribal**, and national **governments**.	**Structure of Local, State, and Tribal Government**
				6.12.2 Describe the unique role of tribal governments within the United States.	
6.5.3 Name the three branches of state government.	6.6.3 Define civil and criminal law.	6.7.3 Define juvenile law.		6.12.3 Compare and contrast the structure of the Nevada and United States Constitutions.	
				6.12.4 Describe the differences between the local, state, and federal court systems.	**Court Systems**
			6.8.5 Describe the **juvenile, civil,** and **criminal** court systems.		

Local government—County and/or municipal government and may include special districts created by a government.
Tribal government (or Tribe)—A political entity with the right to self government.
Criminal court—A court that handles cases relating to the violation of law.
Civil court—A court that handles cases relating to disputes between two or more individuals or organizations.

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Civics

Content Standard 7.0: Political and Economic Systems: *Students explain the different political and economic systems in the world.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
7.5.1 List the characteristics of a **nation-state.**		7.7.1 List different forms of government.		7.12.1 Summarize the significant characteristics of the world's major political systems, including but not limited to **monarchy, totalitarian dictatorship, presidential, parliamentary systems,** and **communism**, and evaluate the advantages and disadvantages of each.	**Comparative Political Systems**
				7.12.4 Define and analyze the major economic systems of the world, including but not limited to: • **Capitalism** • **Mixed economy** • **Socialism** • **Command economy**	**Comparative Economic Systems**

41

42

Nation-state—A political community that occupies a definite territory and has an organized government with the power to make and enforce laws without approval from any higher authority.
Monarchy—A government where a king, queen, or emperor exercises supreme powers.
Totalitarianism (or dictatorship)—A system of government in which a single leader or group has complete authority to rule.
Presidential system—A government where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.
Parliamentary system—A form of government that gives governmental authority to a legislature which selects the executive from its own members.
Communism—An economic and political system in which property and goods are owned by the government and products are shared by all.
Capitalism—An economic system based on private ownership of the means of production and on individual economic freedom.
Mixed economy—An economic system in which the government both supports and regulates free enterprise.
Socialism—An economic system in which the governments own the basic means of production, determines the use of resources, distributes products and wages, and provides social services such as education, health care, and welfare.
Command economy—An economic system in which the government makes economics decisions.

Civics

Content Standard 8.0: International Relations: *Students know the political and economic relationship of the U.S. and its citizens to other nations.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
8.5.1 Identify the countries bordering the United States.	8.6.1 Identify ways the United States interacts with other nations.	8.7.1 Define foreign policy.	8.8.1 Identify nations that play a significant role in American foreign policy.	8.12.1 Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns.	**From Individual to the World**
8.5.2 Explain ways in which nations interact.		8.7.2 Describe ways citizens can influence formulation of foreign policy.	8.8.2 Define foreign policy and describe ways nations interact diplomatically, including but not limited to: • Treaties • Trade • Humanitarian aid • Military force.	8.12.2 Analyze the conflict between isolationism and participation in world affairs as a national policy.	**Foreign Policy**
			8.8.3 Describe the purpose of the United Nations.	8.12.3 Critique the role of international organizations, such as the UN and non-governmental organizations, in world affairs.	**International Organizations**

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Civics

Content Standard 8.0: International Relations: *Students know the political and economic relationship of the U.S. and its citizens to other nations.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and
		8.7.4 Give examples of international organizations.	8.8.4 List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.	

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Performance Level Descriptors
Civics
Grade 2

Content Standard 1.0 Rules and Law: *Students know why society has rules, laws, and governments.*	
EXCEEDS STANDARD	• **Identify a variety of rules, laws, and authorities that keep people safe and property secure.** • Contribute pertinent information in the class decision making process.
MEETS STANDARD	• Name classroom and school rules and identify why they are necessary. • Contribute to the class decision making process.
APPROACHES STANDARD	• Name classroom and school rules. • Participate occasionally in the class decision making process.
BELOW STANDARD	• Name with inconsistency classroom and school rules. • Does not participate in the class decision making process.

Performance Level Descriptors
Civics
Grade 3

Content Standard 1.0: Rules and Law: *Students know why society has rules, laws and governments.*	
EXCEEDS STANDARD	• **Identify and explain how rules, laws and authorities keep people safe and property secure.** • Display a leadership role in voting and setting rules. • Support their voting decision with reasons.
MEETS STANDARD	• Identify a variety of rules, laws and authorities that keep people safe and property secure. • Participation in voting and setting rules.
APPROACHES STANDARD	• Identify a few rules, laws, or authorities that keep people safe and property secure. • Limited participation in voting and setting rules.
BELOW STANDARD	• Inconsistently identify a few rules, laws, or authorities that keep people safe and property secure. • Cites irrelevant reasons for voting • Set rules that are unreasonable.

Performance Level Descriptors
Civics
Grade 5

Content Standard 1.0	Rules and Law: *Students know why society has rules, laws and governments.*
EXCEEDS STANDARD	• Give examples of the effect on society of the absence of laws. • Identify key ideas in the Constitution that are the foundation of American government. • Explain the process of representative democracy. • Explain the rights of political minorities.
MEETS STANDARD	• Describe the effect on society of the absence of laws. • Identify the Constitution as the foundation of American government. • Define and give examples of representative democracy. • Identify the rights of political minorities.
APPROACHES STANDARD	• Identify laws and explain why we have them. • Identify the Constitution as a document. • Defines or give examples of representative democracy. • Identify some of the rights of political minorities.
BELOW STANDARD	• Limited understanding of the need for rules and laws. • Limited ability to differentiate the Constitution from other documents. • Can not define or give examples of representative democracy. • Unable to identify the rights of political minorities.

Performance Level Descriptors
Civics
Grade 8

Content Standard 1.0 Rules and Law: *Students know why society has rules, laws and governments.*	
EXCEEDS STANDARD	• **Can define, compare, and contrast the rule of law and the rule of men by providing multiple examples.** • Can explain the main ideas of the Declaration of Independence and the Constitution as foundations of American democracy. • List examples of the ways citizens can influence government with civic participation or becomes personally involved in civic activities. • Give examples of the enduring principles of the Constitution in contemporary United States society. • Give examples of both successful and unsuccessful amendments to the Constitution
MEETS STANDARD	• Can define rule of law and rule of men. • Describe the significance of the Declaration of Independence and the Constitution relating to foundations of American democracy. • List examples of the ways citizens can participate in all levels of government. • Identify the enduring principles of the constitution. • Explain how the constitution can be formally amended.
APPROACHES STANDARD	• Can define but can not differentiate between the rule of law and the rule of man. • Describe the significance of the Declaration of Independence or the Constitution. • List examples of the ways citizens can participate in several levels of government. • Can identify the Constitution and that it can be amended.
BELOW STANDARD	• Can neither define nor differentiate between the rule of law and the rule of man. • Can not describe with clarity the significance of either the Declaration of Independence or the Constitution. • Unable to list examples of ways citizens can participate in government. • Unable to accurately identify the Constitution.

Performance Level Descriptors
Civics
Grade 12

Content Standard 1.0 Rules and Law: *Students know why society has rules, laws and governments.*	
EXCEEDS STANDARD	• Describe the fundamental concepts of law embodied in the U.S. Constitution. • Summarize the basic concepts incorporated in to the Declaration of Independence, Articles of Confederation, Federalist Papers, and the U.S. Constitution. • Analyze examples of the ways citizens can influence government with civic participation or become personally involved in civic activities. • Identify and analyze how specific amendments and judicial rulings have changed the interpretation and application of the U.S. Constitution.
MEETS STANDARD	• Explain the concept of the rule of law in the establishment of the U.S. Constitution. • Discuss the philosophical underpinnings of the founding documents of the U.S. such as Declaration of Independence, Articles of Confederation, and the Constitution. • Analyze the role of citizen participation in American civic life. • Identify and explain changes in the interpretation and application of the Constitution.
APPROACHES STANDARD	• Differentiate between the rule of law and the rule of man. • List the Declaration of Independence, Articles of Confederation, and the Constitution as founding documents of the U.S. • List examples of the ways citizens can participate in all levels of American civic life. • Explain how the constitution can be formally amended.
BELOW STANDARD	• Recognize the rule of law. • List some of the founding documents of the U.S. such as, the Declaration of Independence, Articles of Confederation, and the Constitution. • List examples of the ways citizens can participate in several levels of American civic life. • Can identify the Constitution and that it can be amended.

Performance Level Descriptors
Civics
Grade 3

Content Standard 2.0 The U.S. Government: *Students know the United States Constitution and the government it creates.*	
EXCEEDS STANDARD	• **Name the current President and Vice President.**
MEETS STANDARD	• Name the current President.
APPROACHES STANDARD	• Name the current President, with teacher assistance.
BELOW STANDARD	• Cannot name the current President.

Performance Level Descriptors
Civics
Grade 5

Content Standard 2.0 – The U.S. Government: *Students know the United States Constitution and the government it creates.*	
EXCEEDS STANDARD	• **Explain the role of the three branches of government.** • Identify a similarity and a difference between the two houses of the United States Congress. • Differentiate between criminal and civil trials. • Identify the number of justices on the Supreme Court and describe a duty of the Chief Justice and name one of the justices.
MEETS STANDARD	• Identify the three branches of government. • Name the two houses of the United States Congress. • Identify the number of justices on the Supreme Court and describe a duty of the Chief Justice. • Define the term "trial" as related to the resolution of disputes.
APPROACHES STANDARD	• Can identify two of the three branches of government • State the number of houses in the United States Congress. • Identify the number of justices on the Supreme Court or describe a duty of the Chief Justice. • Recognizes the term "trial" but unable to define it with clarity.
BELOW STANDARD	• Can identify one of the three branches of government. • Recognizes that there is a United States Congress. • Recognizes that there is a Supreme Court in the United States. • No recognition of the meaning of the term "trial."

Performance Level Descriptors
Civics
Grade 8

Content Standard 2.0 — The U.S. Government: *Students know the United States Constitution and the government it creates.*	
EXCEEDS STANDARD	• Apply the function of one or more of the three branches of government to a contemporary issue. • Identify the different responsibilities of the two houses of Congress. • Recognize other court systems, such as, local and tribal, in addition to state and federal court systems. • Relate the trial process to a current or important historic case. • Provide examples of checks that each branch has over the other branches.
MEETS STANDARD	• Explain the function of the three branches of government [Executive, Legislative and Judicial] as found in the U.S. Constitution. • Explain why the U.S. Congress is composed of two houses. • Describe the dual court system in the United States (state and federal). • Describe the trial process including the selection and responsibilities of jurors. • Explain the system of checks and balances in the design of the Constitution.
APPROACHES STANDARD	• Name the three branches of government of the US and describe the function of one of them. • Explain the functions of two of the three branches of government of the U.S. • Name the two houses of the U.S. Congress. • Recognize state and federal court systems. • Describe the trial process, the selection, or responsibilities of jurors. • State that there are checks and balances but are unable to clearly explain them.
BELOW STANDARD	• Name the three branches of government of the U. S. • State the number of houses in the U.S. Congress. • Recognizes that there is a court system. • Knows that there is a trial process. • Fails to understand the checks and balances in the three branches of government.

Performance Level Descriptors
Civics
Grade 12

Content Standard 2.0 — The U.S. Government: *Students know the United States Constitution and the government it creates*	
EXCEEDS STANDARD	• **Analyze constitutional issues that represent the relationship among the three branches of government.** • Explain how a specific law was created through the legislative process. • Explain how the duties of the executive branch have evolved throughout American history. • Trace a case through the Federal Court system. • Explain how judicial review has shaped the Supreme Court over time, starting with *Marbury vs. Madison*. • Present some criticism and suggested reforms of the jury system. • Explain how inherent constitutional conflicts in the system of checks and balances has shifted power among the three branches of government.
MEETS STANDARD	• Explain the basic powers of the executive, legislative and judicial branches as granted in Articles I, II, and III of the Constitution. • Describe the creation of laws through the legislative process. • Describe the duties of the Executive branch. • Describe the jurisdiction of the Federal Court system. • Explain judicial review, e.g. *Marbury vs. Madison*. • Explain the importance of the jury process in a democratic society. • Analyze the effectiveness of checks and balances in maintaining the equal division of power.
APPROACHES STANDARD	• Describe the three branches of government and explain the basic functions of each. • Cite that the legislative branch creates laws. • List the duties of the Executive branch. • Define jurisdiction and/or judicial review • Describe the trial process including the selection and responsibilities of juries. • Explain the system of check and balances.
BELOW STANDARD	• Name the three branches of US government. • Know that we have laws. • List some of the duties of the Executive branch. • Cannot define jurisdiction or judicial review. • Describe the trial process, the selection, or responsibilities of jurors. • Define the term checks and balances.

Performance Level Descriptors
Civics
Grade 8

Content Standard 3.0 — State and Local Government: *Students can explain the relationship between the states and national government.*	
EXCEEDS STANDARD	• **Compare and contrast the powers of various governmental entities, such as, local, state, tribal, and national governments.** • Define and provide a contemporary example of federalism. • Provide contemporary or historic examples of how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.
MEETS STANDARD	• Provide examples of governmental powers that are distributed between the state and national government (such as tax, declare war, and issue driver's licenses). • Define "federalism." • Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.
APPROACHES STANDARD	• Provide examples of governmental powers but does not distinguish between state and national governments. • Define "federalism" with teacher assistance. • Explain the supremacy clause of the U.S. Constitution.
BELOW STANDARD	• Unable to give examples of governmental powers. • Unable to define "federalism". • Unable to explain the supremacy clause of the U.S. Constitution..

Performance Level Descriptors
Civics
Grade 12

Content Standard 3.0 — State and Local Government: *Students can explain the relationship between the states and national government*	
EXCEEDS STANDARD	• Define and provide examples of delegated, reserved and concurrent powers. • Analyze American federalism by citing court cases and congressional actions. • Analyze an example of the supremacy clause relating to a specific issue between state and local governments.
MEETS STANDARD	• Explain the constitutional provisions for division of powers between state and national governments. • Provide contemporary examples of federalism. • Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.
APPROACHES STANDARD	• Provide examples of distribution of governmental powers between the state and national governments. • Define federalism. • Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.
BELOW STANDARD	• Recognize that there is more than one level of government in the United States but unable to distinguish between them. • Can not define federalism. • Explain, with teacher assistance, how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.

Performance Level Descriptors
Civics
Grade 3

Content Standard 4.0 — The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process*	
EXCEEDS STANDARD	• **Provide an example of a social group.** • Explain why people form a group.
MEETS STANDARD	• Discuss why people form groups.
APPROACHES STANDARD	• Identify that people form groups.
BELOW STANDARD	• Able to identify groups at school.

Performance Level Descriptors
Civics
Grade 5

Content Standard 4.0 – The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*	
EXCEEDS STANDARD	• Trace the career of a political leader and give examples of leadership qualities. • Name political parties in addition to the two major parties. • Explain how an interest group works to promote its goals. • List and describe sources of information people use to form an opinion.
MEETS STANDARD	• List some qualities of a leader. • Name the two major political parties. • Provide examples of interest groups • List sources of information people use to form an opinion.
APPROACHES STANDARD	• Name a quality of a leader. • Name a major political party. • Provide an example of an interest group. • Identify one source of information used to form an opinion.
BELOW STANDARD	• Identify a leader. • Recognize that there is more than one political party but unable to name one. • Unable to identify an interest group. • Display limited knowledge of sources of information that are used to form an opinion.

Performance Level Descriptors
Civics
Grade 8

Content Standard 4.0 — The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*	
EXCEEDS STANDARD	• **Describe in detail the election process such as, primaries, political conventions, electoral college, and campaign financing.** • Compare and contrast, with historical examples, the two major political parties and describe the role of third parties. • Analyze the impact of interest groups on the political process giving specific examples. • Provide specific examples of how the media can influence the outcome of a political campaign. • Provide specific examples of propaganda and persuasion in political advertising and literature. • Explain the process of development and implementation of one of the major public policies.
MEETS STANDARD	• Describe the election process, such as registration, political campaigns, and voting. • Provide examples of how political parties have changed to meet the needs of the people. • Identify the impact of interest groups on the political process. • Identify the influence of the media in forming public opinion. • Identify propaganda and persuasion in political advertising and literature. • Provide examples of contemporary public issues that may require political solutions.
APPROACHES STANDARD	• Able to give a partial description of the election process. • Unable to accurately trace the development of the two-party system in the U.S. • Able to give examples of interest groups but unable to describe their impact. • Describe with some inaccuracies the influence of the media in forming public opinion. • Able to identify fact and opinion in political advertising and literature.
BELOW STANDARD	• Describes with difficulty, the election process. • Unable to trace the development of the two-party system in the U.S. • Describe an interest group. • Identify sources of information people to use form an opinion. • Unable to distinguish between fact and opinion in political advertising and literature.

Performance Level Descriptors
Civics
Grade 12

Content Standard 4.0 The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*	
EXCEEDS STANDARD	• **Compare the process by which leaders are selected in the American political system with systems outside the United States.** • Critique the role of the electoral college system in the election of the President. • Provide detailed examples where factions within political parties have affected the formation of public policy. • Compare the significance of interest groups in the political process of a democratic society with the significance of interest groups in other societies. • Project the logical effects of future technology on the process of political persuasion. • Compare and contrast propaganda in historic and current political communication. • Evaluate the process by which public policy is formed and carried out.
MEETS STANDARD	• Explain the process by which leaders are selected in the American political system. • Analyze the role of the electoral college system in the election of the President. • Analyze the roles and functions of factions within political parties. • Explain the roles of political parties in the formation of public policy. • Evaluate the significance of interest groups in the political process of a democratic society. • Analyze the role that television and other media play in the process of political persuasion. • Evaluate propaganda in both historic and current political communications. • Describe the process by which public policy is formed and carried out.
APPROACHES STANDARD	• Describe the process by which leaders are selected in the American political system. • Describe the role of the electoral college system in the election of the President. • Describe the roles and functions of factions within political parties. • Identify the roles of political parties in the formation of public policy. • Describe the significance of interest groups in the political process of a democratic society. • Describe the role that television and other media play in the process of political persuasion. • List examples of propaganda in both historic and current political communication. • Identify the process by which public policy is formed and carried out.
BELOW STANDARD	• Describe, with some errors, the process by which leaders are selected in the American political system. • Describe, with some errors, the role of the electoral college system in the election of the President. • Describe the roles and functions of factions within a political party. • Describe, with some errors, the roles of political parties in the formation of public policy. • Describe, with some errors, the significance of interest groups in the political process of a democratic society. • Describe the role that television plays in the process of political persuasion. • Describe propaganda in historic or current political communication. • Identify, with some success, the process by which public policy is formed and carried out.

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Performance Level Descriptors
Civics
Grade 2

Content Standard 5.0 – Citizenship: *Students know the roles, rights, and responsibilities of American citizens and the symbols of our country.*	
EXCEEDS STANDARD	• **List a variety of American patriotic activities, holidays, and symbols and why they are important.**
MEETS STANDARD	• Name an American patriotic activity, holiday, or symbol.
APPROACHES STANDARD	• Identify, with teacher assistance, an American patriotic activity, holiday, or symbol.
BELOW STANDARD	• Inability to distinguish patriotic holidays from cultural or religious holidays.

Performance Level Descriptors
Civics
Grade 3

Content Standard 5.0 – Citizenship: *Students know the roles, rights, and responsibilities of American citizens and the symbols of our country.*	
EXCEEDS STANDARD	• **Provide examples of an individual's rights within the classroom.** • **Offer peaceful resolutions for conflicts in the school.** • **List specific patriotic holidays and the reasons for their individual importance.** • **Explain the meaning of the Pledge of Allegiance.**
MEETS STANDARD	• Identify an individual's rights within the classroom. • Identify conflicts in the school. • Explain why we have patriotic holidays. • Recognize the Pledge of Allegiance.
APPROACHES STANDARD	• Identify with some confusion an individual's rights within the classroom. • Identify with difficulty conflicts in the classroom. • Lists a few patriotic holidays. • Recognizes, inconsistently, the Pledge of Allegiance.
BELOW STANDARD	• Unable to identify the individual's rights within the classroom. • Unable to identify patriotic holidays. • Unable to recognize the Pledge of Allegiance.

Performance Level Descriptors
Civics
Grade 5

Content Standard 5.0	**Citizenship:** *Students know the roles, rights, and responsibilities of American citizens and the symbols of our country*
EXCEEDS STANDARD	• **Identify the rights, privileges, and responsibilities associated with US citizenship.** • Describe several of the rights granted in the Bill of Rights. • Identify resolution to conflict that respects individual rights and promotes the common good. • Describe the symbolic and the historic importance of the Fourth of July and of the Pledge of Allegiance.
MEETS STANDARD	• Describe the difference between citizenship by birth and citizenship by naturalization of the United States. • Identify the Bill of Rights. • Identify ways conflicts can be resolved in a peaceful manner that respects individual rights. • Describe the importance of the Fourth of July and the Pledge of Allegiance.
APPROACHES STANDARD	• Identify one way that citizenship can be acquired. • List some specific rights of citizens. • Identify occasionally ways conflicts can be resolved in a peaceful manner. • Recognize the Fourth of July as a patriotic holiday. • Recognize the Pledge of Allegiance.
BELOW STANDARD	• Identify, with teacher assistance, how citizenship can be acquired. • Identify any of the rights of citizens. • Identify, with teacher assistance, peaceful resolution of conflicts. • Recognize the Fourth of July as a holiday. • Unable to recognize the Pledge of Allegiance.

Performance Level Descriptors
Civics
Grade 8

Content Standard 5.0 Citizenship: *Students know the roles, rights, and responsibilities of American citizens and the symbols in our country.*	
EXCEEDS STANDARD	• **Distinguish between rights and responsibilities associated with U.S. citizenship.** • Explain symbols of the nation and how they represent its identity. • Contrast the rights of citizens in democratic and non-democratic societies. • Analyze issues of conflict resolution with respect to individual rights at school, in the community, and within the United States.
MEETS STANDARD	• Identify the rights, privileges, and responsibilities associated with U.S. citizenship including, but not limited to, voting, holding office, and jury duty. • Explain the significance of symbols and mottoes, such as: E Pluribus Unum, the National Anthem, the Flag, the Pledge of Allegiance, the Statue of Liberty, the Great Seal, and the oaths of office. • Explain the necessity of the Bill of Rights for a democratic society. • Identify examples of conflict resolution that respect individual rights at school, in the community, and within the United States.
APPROACHES STANDARD	• Identify the rights, privileges, and responsibilities associated with US citizenship, with some omissions. • Identify some of the mottoes and symbols of the U.S. • Identify some of the rights granted by the Bill of Rights. • Identify, with some errors, examples of conflict resolution at school, in the community, and within the United States.
BELOW STANDARD	• Unable to identify the rights, privileges, and responsibilities associated with US citizenship. • Inconsistently identify mottoes and symbols of the U.S. • Recognize that citizens have specific rights. • Unable to identify examples of conflict resolution at school, in the community, or within the United States.

Performance Level Descriptors
Civics
Grade 12

Content Standard 5.0	Citizenship: *Students know the rules, rights, and responsibilities of American citizens and the symbols of our country*
EXCEEDS STANDARD	• Describe the process by which rights of citizens may be restricted or revoked citing specific examples. • Explain the development of the Bill of Rights and its contemporary application, citing specific examples. • Provide detailed examples of changes in the interpretation of the rights protected by the Fourteenth Amendment. • Identify examples of the use of compromise in the resolution of social, political, or economic conflicts. • Interpret the role of the Supreme court as guardian of individual rights by comparing and contrasting two or more landmark cases. • Cite and analyze how specific symbols and documents of a nation represent its identity.
MEETS STANDARD	• Examine the rights of citizens and how these rights may be restricted. • Describe the development of the Bill or Rights and provide a contemporary application. • Analyze the use of the Fourteenth Amendment in protecting individual rights. • Identify major conflicts in social, political, and economic life. • Analyze the role of compromise in the resolution of conflicts. • Describe the role of the Supreme Court as guardian of individual rights through the examination of landmark cases such as: *Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines independent Community School District.* • Explain how symbols and documents of a nation represent its identity.
APPROACHES STANDARD	• Identify the rights, privileges, and responsibilities associated with US citizenship. • Describe the development of the Bill or Rights. • Identify the rights protected by the Fourteenth Amendment. • Identify, with some inconsistencies, major conflicts in social, political, and economic life. • Demonstrate an incomplete understanding of the art of compromise. • Identify the importance of one or more of the landmark cases. • List a variety of symbols and documents of the U.S.
BELOW STANDARD	• Identify some of the rights granted by the Bill of Rights. • Unable to identify the rights protected by the Fourteenth Amendment. • Unable to identify major conflicts in social, political, and economic life or understand the role of compromise in the resolution of these issues. • Recognizes that the Supreme Court plays a role in the protection of individual rights. • Inconsistently identifies symbols and documents of the U.S.

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Performance Level Descriptors
Civics
Grade 3

Content Standard 6.0	State and Local Government: *Students know the structures and functions of state, tribal, and local government*
EXCEEDS STANDARD	• **Name the current governor and another state official.**
MEETS STANDARD	• Name the current governor of Nevada.
APPROACHES STANDARD	• Know the title but not the name of the current governor of Nevada.
BELOW STANDARD	• Unable to name the title of the current governor of Nevada.

Performance Level Descriptors
Civics
Grade 5

Content Standard 6.0	State and Local Government: *Students know the structures and functions of state, tribal, and local government*
EXCEEDS STANDARD	• **Describe the functions of the three branches of state government.** • **Explain how and why local governments are created.**
MEETS STANDARD	• Name the three branches of state government. • Explain why local governments are created.
APPROACHES STANDARD	• Name two of the three branches of state government. • Recognize that local governments exist, but have difficulty explaining why.
BELOW STANDARD	• Cannot name any of the three branches of state government, even with teacher assistance. • Cannot distinguish local government from state government.

Performance Level Descriptors
Civics
Grade 8

Content Standard 6.0 — State and Local Government: *Students know the structures and functions of state, tribal, and local government*	
EXCEEDS STANDARD	• **Compare and contrast the organization and purpose of local, state, and tribal governments.** • Compare and contrast the juvenile, civil, and criminal court systems.
MEETS STANDARD	• Describe the organization and purpose of local, state, and tribal governments. • Describe the juvenile, civil, and criminal court systems.
APPROACHES STANDARD	• Distinguish among local, state, and tribal governmental organizations or functions. • Identify some elements of the juvenile, civil, and criminal court systems.
BELOW STANDARD	• Unable to distinguish among local, state, and tribal governmental organizatons or functions. • Unable to identify more than one element of the juvenile, civil, and criminal court systems.

Performance Level Descriptors
Civics
Grade 12

Content Standard 6.0 — State and Local Government: *Students know the structures and functions of state, tribal, and local government*	
EXCEEDS STANDARD	• **Compare and contrast in detail the structure and function of local, state, tribal, and national governments.** • Demonstrate fully developed understanding of the unique role of tribal governments within the United States. • Compare and contrast in detail the structure of the Nevada and United States Constitutions. • Compare and contrast, with detailed examples, local, state, tribal, and federal court systems.
MEETS STANDARD	• Explain the structure and function of local, state, tribal, and national governments. • Describe the unique role of tribal governments within the United States. • Compare and contrast the structure of the Nevada and U.S. Constitutions. • Describe the differences between the local, state, tribal, and federal court systems.
APPROACHES STANDARD	• Describe with some errors the structure and function of local, state, tribal, and national governments. • Identify some elements of the unique role of tribal governments within the United States. • Describe the structure of the Nevada Constitution. • List some differences between the local, state, tribal, and federal court systems.
BELOW STANDARD	• Display minimal knowledge of the structure and function of local, state, tribal, and national governments. • Unable to identify the unique role of tribal governments within the United States. • Display minimal knowledge of the structure of the Nevada Constitution. • Unable to list differences between the local, state, tribal, federal court systems.

Performance Level Descriptors
Civics
Grade 5

Content Standard 7.0	**Political and Economic Systems:** *Students explain the different political and economic systems in the world*
EXCEEDS STANDARD	• Identify and describe the characteristics of a **nation-state.**
MEETS STANDARD	• List the characteristics of a **nation-state**; self-rule, territory, population, and an organized government.
APPROACHES STANDARD	• List some of the characteristics of a **nation-state.**
BELOW STANDARD	• Unable to list the characteristics of a **nation-state.**

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Performance Level Descriptors
Civics
Grade 8

Content Standard 7.0	**Political and Economic Systems:** *Students explain the different political and economic systems in the world*
EXCEEDS STANDARD	• Compare and contrast any two of the major political systems of the world. • Compare and contrast any two of the major economic systems of the world.
MEETS STANDARD	• Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism. • Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.
APPROACHES STANDARD	• List characteristics of some of the world's major political systems. • List characteristics of some of the world's major economic systems.
BELOW STANDARD	• List characteristics of at least one major political system. • List characteristics of at least one of the major economic system.

Performance Level Descriptors
Civics
Grade 12

Content Standard 7.0 — **Political and Economic Systems:** *Students explain the different political and economic systems in the world.*	
EXCEEDS STANDARD	• Compare and contrast the significant characteristics of the world's major political systems. • Evaluate with historical and contemporary examples the advantages and disadvantages of the major political systems. • Compare and contrast the major economic systems of the world, giving detailed examples.
MEETS STANDARD	• Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism. • Define and analyze the major economic systems of the world, including but not limited to capitalism, mixed economy, socialism, and command economy.
APPROACHES STANDARD	• Summarize the world's major political systems. • Define the major economic systems of the world.
BELOW STANDARD	• Unable to summarize the world's major political systems. • List some of the major economic systems of the world.

Performance Level Descriptors
Civics
Grade 2

Content Standard 8.0	**International Relations:** *Students know the political and economic relationship of the U.S. and its citizens to other nations*
EXCEEDS STANDARD	• **Identify their school, community, county, state, and country.**
MEETS STANDARD	• Identify their school and community.
APPROACHES STANDARD	• Identify their school or their community.
BELOW STANDARD	• Unable to identify either their school or community.

Performance Level Descriptors
Civics
Grade 3

Content Standard 8.0	**International Relations:** *Students know the political and economic relationships of the U.S. and its citizens to other nations.*
EXCEEDS STANDARD	• Locate on a map their county, state and country.
MEETS STANDARD	• Identify their county, state, and country.
APPROACHES STANDARD	• Identify county, state, and country with teacher assistance.
BELOW STANDARD	• Cannot identify county, state, and country even with teacher assistance.

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Performance Level Descriptors
Civics
Grade 5

Content Standard 8.0	**International Relations:** *Students know the political and economic relationships of the U.S. and its citizens to other nations*
EXCEEDS STANDARD	• **Identify the countries bordering the United States and some ways in which the United States interacts with those countries.** • Describe and give specific examples of ways in which nations interact.
MEETS STANDARD	• Identify the countries bordering the United States. • Explain ways in which nations interact, such as trade, war, and cultural exchange.
APPROACHES STANDARD	• Identify one of the countries bordering the United States. • List some ways in which nations interact.
BELOW STANDARD	• Cannot identify either of the countries bordering the United States. • Unable to list any ways in which nations interact.

Performance Level Descriptors
Civics
Grade 8

Content Standard 8.0 International Relations: *Students know the political and economic relationships of the U.S. and its citizens to other nations.*	
EXCEEDS STANDARD	• **Describe the relationship with one of the nations that play a significant role in American foreign policy.** • Define and give examples of foreign policy. • Analyze ways in which nations interact diplomatically, such as treaties, trade, humanitarian aid, and military force. • Summarize the historical development of the United Nations. • Compare and contrast the roles of non-governmental organizations, such as the World Bank and the International Red Cross, and the United Nations.
MEETS STANDARD	• Identify nations that play a significant role in American foreign policy. • Define foreign policy. • Describe ways in which nations interact diplomatically, such as treaties, trade, humanitarian aid, and military force. • Describe the purpose of the United Nations. • List and describe the purposes of non-governmental organizations, such as the World Bank, Amnesty National, and the International Red Cross.
APPROACHES STANDARD	• Occasionally identify nations that play a significant role in American foreign policy. • Provide a basic definition of foreign policy. • List some ways in which nations interact diplomatically, such as treaties, trade, humanitarian aid, and military force. • Identify at least one of the purposes of the United Nations. • List and describe the purposes of non-governmental organizations, such as the World Bank and the International Red Cross.
BELOW STANDARD	• Cannot identify nations that play a significant role in American foreign policy. • Unable to provide a definition of foreign policy. • Cannot accurately state how nations interact diplomatically, such as treaties, trade, humanitarian aid, and military force. • Cannot identify any purpose of the United Nations. • May confuse the purposes of non-governmental organizations with governmental organizations.

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Performance Level Descriptors
Civics
Grade 12

Content Standard 8.0	**International Relations:** *Students assess the political and economic relationships of the U.S. and its citizens to other nations*
EXCEEDS STANDARD	• **Debate the effectiveness of U.S. foreign policy, for example; global economy, international security, and humanitarian issues.** • Take positions, using historical and contemporary examples, on the conflict of isolationism versus intervention in world affairs. • Compare and contrast the methods used by international organizations and non-governmental organizations in dealing with contemporary world issues.
MEETS STANDARD	• Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including; diplomacy, economic policy, humanitarian aid, and military intervention. • Analyze the conflict of isolationism versus intervention in world affairs. • Critique the role of international organizations, such as the United Nations, NATO, and non-governmental organizations, in world affairs.
APPROACHES STANDARD	• Identify major elements in U.S. foreign policy in dealing with international problems and concerns. • Cite examples regarding the conflict of isolationism versus intervention in world affairs. • Describe the role of international organizations, such as the United Nations, NATO, and non-governmental organizations, in world affairs.
BELOW STANDARD	• Identify some elements of U.S. foreign policy. • Unable to identify the conflict of isolationism versus intervention in world affairs. • Can identify some international organizations, such as the United Nations, NATO, or non-governmental organizations.

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Nevada Social Studies Standards
Civics Glossary

Capitalism	An economic system based on private ownership of the means of production and on individual economic freedom.
Civil court	A court that handles cases relating to disputes between two or more individual or organizations.
Command economy	An economic system in which the government makes economic decisions.
Communism	An economic and political system in which property and goods are owned by the government and products are shared by all.
Concurrent power	Any powers that may be exercised by both the federal government and the state governments.
Criminal court	A court that handles cases relating to the violation of law.
Delegated powers	Those powers the Constitution grants or delegates to the national government, such as, Expressed powers, Implied powers, and Inherent powers.
Democracy	A form of government in which political control is exercised by all the people, either directly or through their elected representatives.
Federalism	(or federal system) Form of political organization in which governmental power is divided between a central government and territorial subdivisions (i.e. states).
Interest groups	Organized body of individuals who share some goals and try to influence public policy to meet those goals.
Juvenile court	A court that handles cases specifically relating to minors.
Local government	County and/or municipal government and may include special districts created by a government.
Mixed economy	An economic system in which the government both supports and regulates free enterprise.
Monarchy	A government where a king, queen, or emperor exercises supreme powers.

Nation-state A political community that occupies a definite territory and has an organized government with the power to make and enforce laws without approval from any higher authority.

Natural rights Belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

Parliamentary system A form of government that gives governmental authority to a legislature which selects the executive from its own members.

Political party A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Presidential system A government where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.

Representative democracy (or Representative Government) A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Reserved powers The powers not delegated to the national government by the Constitution, nor prohibited to the States, are reserved to the States, or the people.

Rule of law Principle that every member of a society, even a ruler, must follow the law.

Rule of man Ability of government officials and other to govern by their personal whim or desire.

Social contract Agreement of all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.

Socialism An economic system in which the governments owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services such as education, health care, and welfare.

Supremacy Clause	Article VI, Section 2, of the Constitution, which states that the Constitution, laws passed by Congress, and the treaties of the United States "shall be the supreme law of the land," binding on the states.
Totalitarianism	(or dictatorship) A system of government in which a single leader or group has complete authority to rule.
Tribal government	(or Tribe) A political entity with the right to self government